

Figure 4.2 Matching Achievement Targets to Assessment Methods

From Rick Stiggins, *Student-Involved Classroom Assessment*, 3d ed, p 93 (Table 4.1) with some additions from Bena Kallick

TARGET TO BE ASSESSED	ASSESSMENT METHOD			
	Selected Response Short Answer	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Multiple choice, true/false, matching, and fill-in can sample mastery of elements of knowledge Constructed written response	Exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target--three other options preferred observation	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option interview
Reasoning Proficiency	Can assess application of some patterns of reasoning Multiple choice Constructed written response	Written descriptions of complex problem solutions can provide a window into reasoning proficiency Persuasive essay Analytical essay Criticism Descriptive essay	Can watch students solve some problems or examine some products and infer about reasoning proficiency Observation Comparative observation	Can ask student to “think aloud” or can ask follow up questions to probe reasoning Interview Personal essay
Skills	Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Can observe and evaluate skills as they are being performed Observation Debate Forum choreography	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance interview
Ability to Create Products	Can assess mastery of the knowledge prerequisite to the ability to create quality products, but cannot use these to assess the quality of products		Can assess: (1) proficiency in carrying out	Can probe procedural knowledge and knowledge of attributes

	themselves Descriptive essay Personal essay Reflective essay		steps in product development, and (2) attributes of the product itself (2) observation	of quality products, but no quality product interview
Dispositions	Selected response questionnaire items can tap student feelings	Open-ended questionnaire items can probe dispositions	Can infer dispositions from behavior and products observation	Can talk with students about their feelings interview